



**Camden Choirs' Festival**  
*Singing the Future*  
**2026**

**Lyric Booklet**



[#WeMakeMusic](#)



We are really excited to introduce the repertoire for the Camden Choirs' Festival to you all. This year there will be five massed songs for both primary and secondary choirs.

## Contents

### For Massed Choirs

Hear me Out – Amy Bryce  
Us – Russell Heppelwhite (lyrics Michael Rosen)  
Ho Hey – Ezra Burke (**Available January**)

*Lyrics for singup songs available online*

Hear Me Out – Amy Bryce  
(actions – please see score)  
(spoken) Scribble, switch, power, click  
Scribble, switch, power, click



*(sung)* This is just the beginning  
I write my name in the top left corner of the page underline  
You ask what am I thinking?  
That a big change could happen  
But you gotta start small if you're gonna start at

Voice 1 all _____ Scribble, switch, power, click	Voice 2 Scribble, switch, power, click Scribble, switch, power, click
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My sound like scattering and my heart's got this pull  
Can I climb as high as my mind can reach  
I'm scared I'm going to fall

*Voice 2 Only*  
Scribble, switch, power, click

*ALL*  
Tear it up, try again, carry on, figure it out,  
I'm not quite sure, so back we go,  
Tear it up, try again, carry on, figure it out,  
Look around come and see,  
Cos maybe it's up to me

Hear me out!  
I'm not quite finished yet

*Voice 1 only*  
But look you get the idea  
*Voice 2 only*  
Hear me out!

*All*  
Don't know what happens next,  
But I can trust that everything will come clear  
Gonna throw my thoughts right on the table  
Bold and brave and totally capable  
Hear me out!  
Cos I know me and I know I am going to be  
Extraordinary  
Nothing short of extraordinary  
  
Scribble, switch, power, click



Who decides all the answers  
Who put you in charge who get's to choose?  
Shall I give it a go? Ain't got nothing to lose

My thoughts are growing wild  
And my heart might explode  
And the top of my game is where I wanna be,  
And I'm following that road

*Voice 2 only*  
Scribble, switch, power, click

*ALL*  
Tear it up, try again, carry on, figure it out,  
I'm not quite sure, so back we go,  
Tear it up, try again, carry on, figure it out,  
Look around come and see,  
Cos maybe it's up to me

Hear me out!  
I'm not quite finished yet  
*Voice 1 only*  
I am getting so near

*Voice 2 only*  
Hear me out

*All*  
Don't know what happens next but I can trust that  
Everything will come clear  
Gonna throw my thoughts right on table  
Bold and brave and totally capable  
Hear me out!  
Cos I know me and I know I am going to be  
Extraordinary  
Nothing short of extraordinary

Scribble, switch, power, click  
Scribble, switch, power, click

REPEAT THIS SECTION 2 TIMES

Voice 1	Voice 2
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Scribble	Scribble it out gonna rewrite the story,
Switch it up start a chain reaction	Switch
Power	Power to the people and the planet we care for
Click this is our call to action	Click

*ALL*

Hear me out!  
I'm not quite finished yet  
*Voice 1 only*  
I am getting so near

*Voice 2 only*  
Hear me out

*All*

Don't know what happens next but I can trust that  
Everything will come clear  
Gonna throw my thoughts right on table  
Bold and brave and totally capable  
Hear me out!  
Cos I know me and I know I am going to be  
Extraordinary  
Nothing short of extraordinary  
Extraordinary  
Nothing short of extraordinary  
  
Scribble, switch, power, click  
Scribble, switch, power, GO!



Us – Russell Hepplewhite

We are who we are,  
so near and so far.  
We can cross the sea,  
we can reach the sky.  
We can shape the earth,  
we can ask you why?

We are who we are,  
so near and so far.  
We can love and hate,  
we can give and take.  
We can starve or eat,  
we can make or break.

We can imagine,  
we can have our schemes.  
We can make our plans,  
we can have our dreams.

We are who we are,  
so near and so far.  
All we need to do  
is agree on how.  
All we need to do  
is to do it now.



Ho Hey

Ho, ho, hey, hey, x 2

**Voice 3&4**

Seasons come and seasons go,  
Summer sun and winter snow

**Voice 1&2**

Through the hills and through the trees  
All across the land and seas

**ALL**

Anyone can feel the breeze

Hey, hey, ho, ho, x 2

**Voice 3&4**

Some are young and some are old  
Some are shy and some are bold

**Voice 1&2**

Some have fortunes some have none  
But we've only just begun

**ALL**

We can almost touch the sun

I belong with you, you belong with me  
(It's) our sweet home

I belong with you, you belong with me (it's our sweet)

Ho, ho, Hey, hey x 2

**Voice 3&4**

There is so much to explore,  
Yet there are those who ask for more,  
Take a beat and listen to,  
The sound of music coming through

**ALL**

It's inside of me and you



I belong with you,  
you belong with me  
(It's) our sweet home  
I belong with you,  
you belong with me (it's our sweet) -

Ho, Ho  
Way oh, Way oh  
Way ah...

Way oh, Way oh  
Way oh, Way oh  
Way ah...

this is our sweet home!

I belong with you,  
you belong with me  
(It's) our sweet home  
I belong with you,  
you belong with me (it's our sweet)

Ho, hey, HOME!

#### IMPORTANT NOTE FOR ALL SINGUP SONGS

- If you have sing up at your school then the songs are available on the songbank.
- If you don't have a sing up account please sign up as a friend with your school email address You will be able to stream the song for free however you will not be able to download the materials until February 16<sup>th</sup> when Sing Up will email to give you access.

#### Ain't Gonna Let Nobody Turn Me Around – Trad

This is an arrangement of a African-America gospel song with a hip-hop feel. The song is a part song. You should learn all of it and closer to the time we will decide on which school does which bit.

#### Teaching Notes

- Teach Melody 1 to the whole group, without any accompaniment to start with. Encourage children to really 'push' the syncopation (rhythms which stress notes between the main beats, such as at the lyrics 'Keep on walkin'' in bar 9).
- Melody 2 (beginning in bar 13) requires good breath control, as it uses longer phrases consisting of held notes. Prepare by taking a large breath and pretending to exhale through a drinking straw. When the breath has almost expired, ask children to tuck tummies in, controlling the breathing as they expel the remaining air.
- Learn Melody 3 (beginning in bar 27) by chanting the words in rhythm, adding the tune once this is secure.

### The Power of My Voice – David Rees

This is an energetic song which was written with the Merton Foundation. The power of my voice was written especially by David Rees for the Merton Music Foundation Mini Musicians project, which aims to enable every child involved to explore their creative capacities, and to develop musically and academically

#### **Teaching and rehearsing the song**

- Start by teaching the lyrics, highlighting the key words in each line or phrase such as 'musicians', 'you and me', 'world', and 'harmony'.
- Use gestures or actions if needed, to help cement the lyrics in singers' minds. You could test their retention by starting to speak each line and allowing them to finish it.
- The song contains some syncopated phrasing, for example the line 'We'll write ourselves a different story'. To ensure that these phrases are performed clearly, you could practise clapping and chanting these the rhythms together, focussing on accuracy of rhythm.
- Next, move on to teaching the melody. Singers will likely pick up the repetitive chorus section more quickly than the verses and bridge. You could divide your teaching time accordingly, perhaps beginning with the chorus then moving on to the verses and, finally, the bridge.
- Approach teaching the melody in a similar manner to teaching the lyrics, by asking singers to repeat small sections at a time. You can use the loop function on the Song Bank whiteboard to help with this. The repetition will help to secure any particularly tricky lines.



- Focus on the clear diction and articulation of the words by asking singers to slightly over-emphasise every word, when first learning the lyrics and melody.
- If you have decided to teach the bridge section in three parts, split the singers into three smaller groups. Assign one part to each group and allow them to practise individually.
- Next, begin to layer up the three sections. You could start by asking singers to chant in time, later adding in the melody. Layer the three parts gradually as each group becomes secure.
- Make sure to carefully practise the unison 'sing with me' line that leads to the key change, encouraging singers to hear the change in the harmony here.